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removing the drudgery and prejudice in and against which English teachers are obliged to work. Secondary school students ought to write every day, if they are to know how to express themselves by the time they graduate from college; and the English teacher has neither time or energy to give this drill, unless assisted by his fellow workers.

Outside of a few really admirable schools, the committee finds two equally bad systems of preparatory English work. Either the subject is ignored, or the instructor attempts too advanced work. For the former there can no longer be any excuse. The school which does not teach English, after all the recent discussion of the subject, should be boycotted by parents and colleges. The latter evil cannot be so easily overcome. Ignorance of methods on the part of English teachers, and a lack of unity among the colleges and universities in their requirements for entrance examinations in English, are difficulties that must be done away with before we may talk seriously of ideal courses in preparatory English.

What the Harvard committee thinks about the scope of secondary instruction in English is seen in the following extract. "It is the University, and not the Preparatory School, which has to do with 'style' and 'individuality,' 'mass, coherence and form,' with, in a word, that much abused and misused branch of study known in educational parlance as 'Rhetoric.' The province of preparatory schools is to train the scholar, boy or girl, and train him or her thoroughly, in what can only be described as the elements and rudiments of written expression,—they should teach facile, clear penmanship, correct spelling, simple grammatical construction, and neat workmanlike mechanical execution." When this is done, the student will be able to "talk with the pen as well as with the tongue." This is not an inspiring task, but is it not the one which every good English teacher should set for himself?

L. C. SMITH

THE UNIVERSITY OF CHICAGO

NOTES

THE next meeting of the National Congress of Mothers will be held in Washington, D. C., beginning May 2 and ending May 7, 1898.

European History Studies No 5, for January 1898 (J. H. Miller, publisher), treats of the Achæan League, and presents in twelve pages selections made by Fred. Morrow Fling from Polybius. The divisions of his subjects are the

character of the league, the officers, the council, the assembly, the army, and the navy.

THE JUNE SCHOOL REVIEW will contain the full, official report of the Classical Conference, to be held in Ann Arbor, March 31 and April 1, 1898.

THE Michigan State Schoolmasters' Club will hold its spring meeting at Ann Arbor April 1 and 2. On March 31 and April 1 the classical conference will meet at the same place, meeting with the club on Friday. The conference will draw a large number of the leading classical teachers from all sections of the country. The club offers an exceptionally fine programme, while a classical play and a reception by the faculty of the University of Michigan are among the features arranged for the evening entertainments.

A SYLLABUS of *Lectures on European History*, by Andrew Stephenson (The Inland Publishing Company, pp. xxi + 343. Price \$1.50), presents in outline forty-eight lectures upon the history of Europe from the time of Augustus to 1890. Lecture skeletons though these are, there has been left adhering to them some flesh in the form of vivid description, accurate characterization, and helpful suggestion. Authorities, sources, and illustrative literature in English, French, German, and Latin are given, most often with page references.

PROFESSOR HENRY G. PEARSON of the Massachusetts Institute of Technology has issued a book on theme writing, called *Freshman Composition*. The book was issued as a text-book to be used by students who are just beginning to write compositions, but who are supposed to have had already some instruction in rhetoric. The author commends practical work in preference to theoretical study, and his book is an attempt to guide the student in actual theme writing. The suggestions are concise and to the point. (50c. D. C. Heath & Co.)

CARLYLE'S *Heroes and Hero-Worship* appears in an attractive form from the press of the Macmillan Company, for whom Mrs. Annie Russell Marble has acted as editor. An introduction gives a survey of the life and literary activity of the Seer of Chelsea, and copious notes and summaries of the different lectures go far to remove the difficulties, with which the text, because of the varied allusions and quotations, abounds. The general reading public, as well as students in secondary school and college will find the editor's work of real advantage.

AN important principle, of interest to others than teachers, is treated in "The Economy in High Wages for Teachers," by John Davidson in the February *Educational Review*. Other leading articles in that number are: "Functions of the State Touching Education," by Andrew S. Draper; "Religious Instruction in American Schools," by Levi Seeley; "Student

Life at Jena," by Stuart H. Rowe; "The Public School and Community Life," by James K. Paulding; "American Graduate Schools," by Hjalmar Edgren; and "History in the German Gymnasias," by Lucy H. Salmon.

THE next issue of the *SCHOOL REVIEW* will contain the full, official report of the meeting of the North Central Association of Colleges and Preparatory Schools, to be held in the Auditorium Hotel, Chicago, April 1 and 2.

European History Studies No. 4 (pp. 14, J. H. Miller) presents selections made from Arrian's *Anabasis* by Fred Morrow Fling, and is intended to show Alexander's methods of warfare. A critical statement of Arrian's sources of information introduces selections relating to evolutions of the phalanx, the battle of Issus, the siege of Gaza, the pursuit of Darius, the capture of the Sogdian Rock, Alexander wounded, and Alexander's recovery.

THE January, 1898, issue of the *American History Studies* (pp. 23, J. H. Miller, publisher), entitled "Interpretation of the Constitution: Nationality," treats of implied powers, the location of sovereignty, acquisition of territory, and aristocracy versus democracy. On the first of these topics H. W. Caldwell presents selections from Jefferson, Hamilton, Madison, and Marshall. The Kentucky resolutions of 1798 and 1799, James Wilson, Josiah Quincy, the Hartford Convention and Abraham Lincoln are the principal sources drawn for the second subject; Jefferson and Webster for the third, and Fisher Ames and Jefferson for the last.

American History Studies No. 5 (pp. 27, J. H. Miller), is entitled "Steps in the Formation of the United States Constitution," and consists of selections made by H. W. Caldwell from the utterances and writings of Thomas Paine, Washington, and Jefferson, from Madison's Journal of the Constitutional Convention, from Virginia and Maryland's instructions to delegates to the first Continental Congress, from the non-importation agreement, and from Elliot's Debates.

Accompanying each of these studies are sets of questions designed to guide the student in the interpretation of the passages quoted.

AN association has been formed in New York state called the Sheldon Memorial Association, the object of which is to provide a suitable memorial for the late Dr. Edward A. Sheldon, for many years the principal of the Oswego Normal School. The association thinks that the most practicable plan of honoring Dr. Sheldon's memory would be to erect a marble statue in the capitol or a bronze statue at the main entrance of the capitol grounds. The estimated cost of such a memorial is ten thousand dollars. Contributions are requested from all sources, though a special appeal is to be made to the pupils of the public schools in New York state. Individual contributions may be made direct to the treasurer, Hon. George B. Sloan, Oswego, New York.

WITH the issue of Powers' *English and the Reformation* (142 pp.), the Scribners announce their new series, entitled, "The Oxford Manuals of English History." Of convenient size and attractive appearance this series of six is designed to cover the whole field of English history from 55 B. C. to 1832, and the treatment is such that the different numbers of it may be read together for a survey of the entire period or used with advantage separately for the special epoch each covers. In this number the author has added to the topics, commonly treated in text-books, enough new matter of a constitutional and social sort to make an interesting and fresh presentation, and a map, battle plans, genealogies, and index complete the ensemble of an excellent little handbook.

WE HAVE received from Principal Edward L. Harris, of the Central High School, Cleveland, a table of special directions to be followed in the preparation of students for fourteen of the leading colleges and technical schools of the country, the selections having been evidently made to cover those institutions to which graduates from the Central High School most frequently go. The directions are in concrete printed form, just such as a principal would need to give to every student in advising him which course to take in the high school and what special deviations to make in order to prepare for a given college. The idea is an excellent one. Such a table would save the principal of every large high school much labor, and by its use misunderstandings on the part of teachers and pupils could be avoided.

Imperial Germany, by Sidney Whitman. Flood & Vincent, publishers. First published in England in 1888, this book heads the Chautauqua list of required literature for 1897. Brought down to date, it has in this new edition a very considerably increased value because of the numerous and excellent reproductions of photographs of persons and places. The scope of the work is comprehensive, for most of the elements of national activity are considered: the intellectual life and education, the government, the army, the aristocracy, society and family life, industry and the press, all are given extended notice, and to Bismarck an entire chapter is devoted. Both the favor which this book met in its earlier edition and the prominence of Germany's part in the world's politics of today guarantee for it value and popularity.

MR. W. J. SHEARER, superintendent of schools at Elizabeth, N. J., the author of the article on the "Lockstep in the Public School," which appeared recently in the *Atlantic Monthly*, has issued to the educational press a further statement of the principles which govern his system. Doubtless all principals and teachers interested can secure this pamphlet from Mr. Shearer by writing to him and enclosing stamp. It seems that a certificate is issued to pupils, which reads as follows: "This is to certify that since the present

plan of grading and promoting was introduced, John Smith has gained — months and is that far ahead of former classmates." Mr. Shearer states that during the past two years more than 80 per cent. of the pupils have received these certificates; that is to say, that more than eighty pupils are ahead of their former classmates. At the first glance, these figures are somewhat puzzling, and seem to point to the old parable of lifting one's self over the fence by tugging at one's boot-straps.

THE annual report of the secretary of the University of the State of New York to the regents contains a new feature of general interest in a large map of the state 16 by 22 inches, with the location of each institution in the university indicated graphically. The 30 colleges and universities are marked by small black squares, the 120 academies by triangles point down, the 480 high schools by triangles with point up, the 7 law schools by the letter L, the 14 theological schools by T, the 49 other professional and special schools by S, while the 138 libraries thus far formally admitted to the university are marked by small crosses. The map shows that of these 838 institutions in the university, the City of New York has 51, Brooklyn 19, Buffalo 17, Rochester 7, Albany 16, Syracuse 7, Troy 9.

No. 4, VOL. IV, of *Translations and Reprints from the Original Sources of European History*, edited by Arthur C. Howland and published by the department of history of the University of Pennsylvania, is entitled "Ordeals, Compurgation, Excommunication, and Interdict." In thirty-four pages are given selections which vividly reveal the use of these methods of trial and punishment and the theories behind their use. Under each subject the number of selections is sufficient both with respect to country and time to show the wide extent of the beliefs upon which these practices were based and the modifications and changes they underwent. In this number, as well as in all the others of this scholarly and highly useful series there are explanatory and bibliographical notes.

AN American visitor to England who spends some little time in the country, says J. N. Larned in the *March Atlantic*, can hardly fail to become conscious of three serious facts: (1) That there is a strong class-feeling against much education for those who are looked on as underlings and servants—a feeling more prevalent and more pronounced than the shamefaced sentiment of like meanness that is whispered in some snobbish American circles. (2) That the "school rate" seems to be the most begrudged of English taxes, the most sharply criticised, the most grumbled at; and this to a degree for which there seems nothing comparable in America. (3) That the opposition to secular schools, fostered by the church and ostensibly actuated by a desire for religious instruction in schools, is largely supported in reality by the two sentiments indicated above. . . . Looking, therefore, to the increasingly democratic conditions that are inevitable in England, the reluctance and

factiousness of disposition, that appear among its citizens touching the vital matter of popular education, are ominous of evil to the nation, and gravely lessen its chance of holding, under the reign of democracy, the high place to which it rose under an aristocratic régime.

AMONG the best of the exchanges of the SCHOOL REVIEW is the *Journal of Pedagogy*, for some time published at Binghamton, N. Y. We are glad to welcome with the January number a larger and handsomer publication, bearing the same name and having the same editor; Dr. Leonard, has now become dean of the Faculty of Arts at the Syracuse University, and the publication office of the *Journal of Pedagogy* is consequently changed from Binghamton to Syracuse. The January number contains articles by Professors M. V. O'Shea, Starr W. Cutting, Ralph S. Tarr, and Presidents C. W. Eliot and Isaac Sharpless. The editorials deal most ably with the question of college entrance English, and with the question of pedagogy as a subject for college and university study. The *Journal* is published quarterly.

Roman Life in Pliny's Time by Maurice Pellison, translated from the French by Maud Wilkinson (pp. xviii + 315, Flood and Vincent), is one of the required books of the Chautauqua Literary and Scientific Circle for 1897-8. The introduction by Frank Justus Miller presents those leading characteristics of the Romans which both made sure Rome's greatness and predestined her to decay. The chapters which follow treat in interesting style of education, women and marriage, the Roman house, servants, business ideas and methods, the bar, society amusements, traveling, the growing popularity of private life, and Pliny's correspondence. On many of these subjects the younger Pliny is permitted to speak for himself, as are also Martial, Juvenal, and other Romans of that age.

A valuable feature of the book is its numerous and excellent illustrations, most of which are reproductions of photographs of places, paintings, statues, and buildings.

THE committee appointed by the Modern Language Association of America to study the subject of a national standard of preparatory requirements has issued, through its chairman, Professor Calvin Thomas, of Columbia University, a circular to teachers of French and German, and to friends of these studies, seeking information upon which to base the report of the committee. After detailed questions as to the proportion of time, length of recitation, proportion of boys to girls studying, fraction of recitation time devoted on the average to colloquial practice, grammatical drill per English, translation into English, translation from English, reading without translation, text-books, and literature read—the circular, in the second part, presents a series of pedagogical questions which state the problems connected with this subject so thoroughly that they will be of interest to many of our readers. They are as follows:

1. How many and what foreign languages (ancient and modern) do you think it advisable that a pupil should take up in the course of his secondary-school training, and what relative amount of time should be given to each?

2. Is there good reason for making the instruction in German and French different according as the pupil is, or is not, intending to go to college?

3. How much time is needed, in the secondary school, to impart such a reading knowledge of French as will be readily available for a tool in the pursuit of other studies?

How much for German?

4. Should the colleges insist upon at least two years of French or German (where a modern language is required at all), or should one-year courses still be accepted as better than nothing?

5. Given 800 recitation periods for French and German together, how would you divide the time between the two languages?

The same for a total of 600 periods?

The same for a total of 400 periods?

6. To what extent should published lists of texts to be read be suggestive merely, and to what extent prescriptive?

7. It has been proposed, by way of escape from the existing chaos, to create and recognize for the country at large three grades of modern-language preparation. Elementary (say 400 recitation-periods), Intermediate (say 600), and Advanced (say 800); to make the instruction the best possible for the pupil within the time allotted, and then to ask the colleges to state their requirements in terms of the national grades. Do you favor this plan? If so, will you outline your views as to what the work of each grade should be?

It is to be hoped that the committee will receive cordial and painstaking assistance from the teachers of modern languages throughout the country, in order that the report presented may be based on ample information. Certainly the committee has undertaken the study in a thorough and systematic way, and its grasp of the problem is indicated clearly by the questions it has propounded to itself for solution.

A REAL service has been rendered the teachers of geometry in this country by the translations of Professor Klein's lectures on "Famous Problems in Elementary Geometry." (Ginn & Co.—Translated by W. W. Beman and D. G. Smith.) It is of the utmost importance to the teacher to know the results of modern investigations along these lines, and while very few would be able to search out these results from their original sources, none need fail to be enlightened by the clear and single presentations which Professor Klein has given. And, further, one could hardly read this little book without being charmed by the style of the author, convinced of the wonderful power of modern analysis, and possessed of a desire to know more of its methods and developments.

The three problems considered are: *the duplication of the cube, the trisection of an arbitrary angle, and the quadrature of the circle*, which became famous because of the unsuccessful attempts to solve them by means of the straightedge and compasses, and the consequent question as to whether such

solutions were possible. Elementary geometry has no answer to this question. It is solved only by algebra and the higher analysis.

Professor Klein shows how the language of algebra is made to answer these questions in terms of geometry, and proves the impossibility of all three constructions by means of rule and compasses alone. He shows, however, how the ancients used certain additional curves of higher order than the circle for solving these problems, and gives many valuable historical references to both ancient and modern researches along these lines.

Of special interest to the student is the second part, where is given an outline of proofs by Cantor, Lindermann & Hermite in reference to transcendental numbers, with particular application to e , the base of Napierian logarithms, and Π , the ratio of circumference to diameter of a circle.

THERE has been developed in France under the general direction of Monsieur F. Buisson, a most interesting plan of international pedagogical correspondence. Convinced that the establishment of an epistolary commerce between young teachers in different countries is a most valuable means of instruction not only in modern languages but in general culture, a number of young professors who have held scholarships under the ministry of public instruction have taken the initiative in organizing an international pedagogical correspondence between France and the other countries. The Editor of the *Manuel General de L'Instruction Primaire* has placed his pages at the disposal of a committee and in due time, after sufficient letters have been exchanged, promises to publish some of the most interesting ones. There must be many readers of the SCHOOL REVIEW who would enjoy and appreciate being in regular correspondence with some French scholar. It would be an unquestionable aid and stimulus as well as a delightful practice. If any of our readers who desire to enter into this arrangement will kindly forward their names to the Editor of the SCHOOL REVIEW he will in turn send the names to the representative of the French committee with whom he is in correspondence. It is understood that the French teacher will write in French and the American teacher write in English.

In connection with this movement it may be well to give just a word as to its origin. Monsieur M. Mieille, professor in the normal school at Draguignan, with the aid of the *Revue Universitaire* in France and the *Review of Reviews* in England, succeeded in organizing an exchange of letters between the young people of the two countries who were about of the same age and engaged in the same class of studies, as, for example, a student in the French lycée and a pupil in Rugby. These two enter into correspondence, telling each other about their studies, their plays, their vacations, and all the small events of school life which are so unlike in the two countries. They write each in his own language, so that each has the best opportunity to prepare a composition and a translation with quite a different interest from that that

they take in the class work. This is a direct advantage for the study of language and there are many other advantages which will be readily understood without enumeration. Between young people, acquaintances are soon made, and more than once more lasting relations have followed from this first epistolary interchange. They will go to see each other, will meet at some exposition or other, and will, perhaps, finally send the children from one family to the other for a sojourn of a few weeks. Out of this plan for school-boys has grown the larger plan for interchange among teachers. The schoolboy plan seems better adapted to success between France and England than between France and the United States, but the plan for adults ought to work equally well in either case.

AN interesting special study on Equal Education in Connecticut, a plea for State Education, has been prepared by Mr. W. Scott, temporary secretary of the Connecticut committee for furtherance of equal education. A study is made of the area, population and means of communication in the state, the purpose being to show that by concentration in administration and the use of its exceptional facilities of intercommunication Connecticut may secure to all its youth the advantages which are now obtained only in the best of the great cities, conducting its public-school work in short as if it were a great city covering a wide area but having abundant facilities for intercommunication. The demand for equal education is theoretically a just one; practically the difficulties are very great. In such a closely settled and compact state as Connecticut an experiment in this direction would have the best chances of success and will certainly be watched with very great interest. A typical case of inequality is described in the following paragraph which, with change of name, suits a good many parts of the country as well as Connecticut:

"Take another case. Here are a New Haven and a Granby boy. The New Haven lad enjoys opportunities similar to those we have described in Hartford, probably few, if any, cities do more for their youth in the limits proposed for public education than the two cities named. The boy in Granby lives in a remote town. It is a scattered, farming community. We cannot expect his town to do for him in schooling what New Haven does for its boys. He may go to the district school, such as it is. We may remark that it is often conducted on methods that would ruin any business enterprise in an incredibly short time. If the management changed every winter and summer, you would look for nothing but disaster. After the Granby boy has his taste of the district school he may shift for himself as he is best able. Here is an inequality of educational advantage that must strike one who fairly considers it. Where lies the difficulty? It is in the supremacy of the local or town idea in education. Public education, however, assumes to be a matter of so great moment as to take its name from the state, and to require state supervision and support.